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INDIVIDUALIZED READING AT THIRD GRADE LEVEL.

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SOME PROCEDURES FOR THE ORGANIZATION OF AN INDIVIDUALIZED READING PROGRAM AT THE THIRD-GRADE LEVEL ARE OUTLINED. PLANS FOR PRELIMINARY TESTING, FOR ESTABLISHING THE READING ENVIRONMENT, FOR ASSISTING IN THE CHOICE OF TEACHING MATERIALS, AND FOR RECORDING PUPIL PERFORMANCE ARE PRESENTED. SOME OF THE ACTIVITIES SUGGESTED TO FOLLOW READING A BOOK INCLUDE BOOK REPORTS, CHORAL SPEAKING, DRAMATIZATION, CREATIVE WRITING, EXPERIMENTS, RESEARCH, AND CRAFTS. GROUPING FOR SKILL DEVELOPMENT, SHARING EXPERIENCES, AND EVALUATION OF PROGRESS IS OUTLINED. SAMPLES OF BOOK REPORT FORMS, CHARTS, AND A LIST OF PRACTICE SKILLS ARE INCLUDED.

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LANGUAGE ARTS PROGRAM

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PROJECTS TO ADVANCE CREATIVITY IN EDUCATION

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TITLE: **INDIVIDUALIZED READING THIRD GRADE LEVEL**

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INDIVIDUALIZED READING

The first step in organizing an Individualized Reading Program is to find the reading level of the children. This may be achieved by using a standardized reading test or an oral reading test. Results of these tests will help you in selecting material for the class; they will also help you in working with each child and in evaluating his growth.

Setting up the program takes time to search for books and gain knowledge of books on many different levels. The selections must be well written and have a high interest level. For a reasonable start there should be a minimum of five books for each student. There must be books for the more successful readers and books for the least able.

Fix up an attractive place in the room for the books. There is no special order needed except very general headings.

Teach the children how to choose books wisely. They should like the book or be curious about it. They should be able to read it with very little help. They should learn to get books and read them without disturbing others.

Teach the children how to get the help they need without disturbing others: They can go to the dictionaries, experience charts, the day's word helper, to the teacher, or to a friend. They can figure it out from context, from a picture, and from the beginning sound.

The children must learn how to prepare a story for you. They must decide which story, or part of a story it shall be. Read it to themselves at least twice; read it aloud softly to a friend. They must know the selection they have chosen, and read it well.

Have the students list their names on the chalkboard for an individual conference.

When everyone is reading his chosen book and all is quiet it is time for the individual conference. The first one on the list from the chalkboard comes to you. The teacher and pupil sit side by side. The child brings a 3x5 card to you, on which he has listed the name of the book and the author. On the back of this card is a list of words he had difficulty with. This is an efficient way to list the books read. During the conference you can find out the main idea and sequence of the story. The child's ability level or the skills that he needs can also be noted. You can find out which characters he likes best, why he thinks the author wrote the book, and how well he reads aloud.

Keep a record of his performance in your notebook or card file. Make a group or individual assignment to correct a certain difficulty. Approve a future project related to an interest, or another type of follow-up. Then you are ready for the next name on the list.

All the children, after reading a book, do an original follow-up of what they have read, such as a book report, choral speaking, dramatization, creative writing, single or maybe an accumulative story book, science experiments, model building, research, craft, maps, and dioramas.

Go back over the records of the individual conferences and study them. Every week most of the children should have worked alone with you twice. From this decide which ones have the same reading problem. Call them to you as a group and work out that difficulty.

It is necessary to group and regroup according to instructional needs. Grouping is a fast way to teach the same skills to a lot of pupils at the same time, but be sure they need that skill.

Have whole class sessions for any kind of planning, for any kind of sharing where an audience is needed, when cooperation is needed to get something done such as planning a bulletin board, etc.

To guide the children who read only one type of book to develop more interests prepare a chart showing the many kinds of books children are reading.

(Chart)

WHAT ARE YOU READING?

Fairy Tales	Myths
Science	Animal Stories
Mysteries	Sports
Adventure Tales	Tall Tales
Poetry	

To provide for vocabulary development they make their own dictionaries of new and interesting words. They show their understanding of the meaning by using them in sentences or illustrating them graphically.

Have children look for specific kinds of words: funny words, noisy words, picture words, etc.

Some questions that may be asked to check on pupils' comprehension and attitudes are listed below:

1. Do you like the story? Why?

2. Who is the hero in the story?

3. What is the hero like?

4. Do you admire any of the characters in the story? Why do you admire them?

5. Did you come across any interesting facts that you never knew before?

6. Do you know anybody who reminds you of one of the people in the story?

7. Do you think you would have finished the story in another way? How?

8. Is the author writing about people who are living today or people who lived a long time ago? How do you know?

9. Would you like to have a friend like the main character in the story?

10. Have you read other stories about animals?

11. Do you think the author likes animals?

12. Would you like to visit the country you have just read about? How do you think the people live there? Do you think they have as much fun as you?

13. Can you read some passage and try to imitate for us how the characters spoke?

14. How did you happen to select this book?

15. If you wanted to recommend this book to a friend, what would you tell him to make him want to read it?

16. Why did the author write this book?

17. Why did the author choose this title?

18. Is there anything in this book that you would like, or not like, to happen to you?

Some ways of sharing books and ideas of follow-up work are as follows:

1. Written book reports

2. Oral reports
    a. to the teacher
    b. to the class
    c. to a small group

3. Puppet reports

4. Movie follow-up

5. Pictures of main events in sequence

6. Illustrate most exciting events, or best liked

7. Make book jacket for the story

8. Make diorama of favorite part of the story

9. Make a miniature stage setting for exciting scene

10. Prepare a dramatization of a part of the story

11. Make list of questions to ask others who have read the story

12. Illustrate the main characters

13. Write title or sentences for illustrations

14. Find picture words to illustrate each letter of the alphabet and draw illustrations

15. Find words that look alike

16. Find words that:
    --mean the same
    --mean the opposite
    --are written the same but have different meanings

17. Choose a page in a story; make a list of all the words that begin with capital letters; be able to tell why

18. Write an original ending of the story

19. Write an original story based on the book

20. Tell the main part of the book

21. List new and unusual words

22. Television, movie and radio script

23. Book reviews

24. High points of the book

25. A biographical sketch of a character

26. Give the story action on a flannel board

27. Make paper doll illustrations of characters.

All children need a good foundation in phonics and word attack skills, so they will know how to read and spell.

By the third grade the children should understand syllabication, prefixes, suffixes, long and short vowel sounds, first and last consonant sounds, identify root words, accented and unaccented syllables, consonant blends, alphabetizing, dictionary skills, etc.

Prepare for each child a copy of Dr. Walter B. Barbe's reading skills check list on third grade level for the skill needed.

*BARBE READING SKILLS CHECK LIST

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. Vocabulary:

A. Word Recognition

1. Recognizes Dolch 220 Basic Sight Words_____

__a	__as	__again	__about	__any
__all	__away	__ate	__after	__better
__am	__be	__black	__always	__both
__an	__black	__but	__around	__bring
__and	__brown	__cold	__ask	__carry
__are	__by	__cut	__because	__clean
__at	__came	__fast	__been	__could
__big	__did	__first	__before	__done
__blue	__eat	__five	__best	__don't
__call	__fall	__fly	__buy	__draw
__can	__find	__four	__does	__drink
__come	__for	__give	__for	__eight
__do	__get	__goes	__found	__every
__down	__going	__going	__full	__hurt
__funny	__have	__got	__gave	__know
__go	__her	__green	__grow	__light
__good	__him	__had	__hold	__myself
__he	__his	__has	__how	__never
__help	__if	__hot	__just	__own
__here	__into	__its	__keep	__pick
__I	__laugh	__long	__kind	__right
__in	__let	__made	__much	__seven
__is	__live	__many	__must	__shall
__it	__many	__new	__now	__show
__jump	__my	__not	__off	__their
__like	__no	__of	__once	__them
__little	__old	__open	__only	__then
__look	__on	__please	__round	__there
__make	__one	__or	__sleep	__these
__me	__put	__our	__small	__think
__out	__saw	__pull	__take	__those
__play	__said	__read	__tell	__together
__pretty	__she	__saw	__thank	__use
__ran	__sit	__say	__that	__very
__red	__some	__sing	__they	__want
__ride	__stop	__six	__this	__warm
__run	__three	__soon	__too	__wash
__see	__today	__ten	__try	__went
__so	__two	__upon	__under	__what
__the	__was	__us	__walk	__when
__to	__will	__who	__well	__where
__up	__work	__why	__were	__which
__we	__yes	__wish	__white	__would
__you	__yellow	__your	__with	__write

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2. Refinement of skills previously taught_____

a. Compound words
b. Prefixes and suffixes:

a	____	dis	____	ful	____
un	____	in	____	less	____
ex	____	th	____	ness	____
be	____	ty	____	____	____

c. Identification of root words _____
d. Knows all initial consonant sounds _____
(single sounds and blends—up to first vowel in word)
e. Can read all contractions _____

B. Word Meaning
1. Provided many experiences to increase speaking and reading vocabulary _____

2. Able to select descriptive and figurative words and phrases _____

3. Able to supply synonyms, antonyms and homonyms _____

4. Understands use of elementary school dictionary to find word meaning _____

II. Word Analysis:
A. Review and refine previously taught skills:
1. All initial consonant sounds _____
2. Short and long vowel sounds _____
3. Changes in words by:
a. adding s, es, d, ed, ing, er, est _____
b. dropping final e and adding ing _____
c. doubling the consonant before adding ing _____
d. changing y to i before adding es _____

4. Compound words _____
5. Contractions _____
6. Vowel rules
a. vowel in one syllable word is short _____
b. vowel in syllable or word ending in e is long _____
c. two vowels together, first is long and second is silent _____

7. Possessive forms _____
8. C followed by i, e, y makes s sound _____
C followed by a, o, u makes k sound _____
9. G followed by i, e, y makes j sound _____
G followed by a, o, u makes guh sound _____
10. Silent letters in kn, wr, gn _____

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B. Learns new skills of:
   1. Forming plurals
      by adding s, es, ies _____
      by changing f to v and adding es _____
   2. Similarities of sound such as x and cks
      (box-blocks) _____

C. Syllabication rules
   1. There are usually as many syllables in a
      word as there are vowels _____
   2. Where there is a single consonant between
      two vowels, the vowel goes with the
      first syllable (pu/pil) _____
   3. When there is a double consonant, the
      syllable break is between the two con-
      sonants and one is silent (lit/tle) _____

D. Can hyphenate words using syllable rules _____
E. Understands use of primary accent mark _____
F. Knows to accent first syllable, unless it is
   a prefix, otherwise accent second syllable _____

III. Comprehension:
   A. Can find main idea in story _____
   B. Can keep events in proper sequence _____
   C. Can draw logical conclusions _____
   D. Is able to see relationships _____
   E. Can predict outcomes _____
   F. Can follow printed directions _____
   G. Can read for a definite purpose:
      1. for pleasure _____
      2. to obtain answer to question _____
      3. to obtain general idea of content _____

   H. Classify items _____
   I. Use index _____
   J. Alphabetize words by first two letters _____
   K. Knows technique of skimming _____
   L. Can determine what source to obtain information
      (dictionary, encyclopedia, index, glossary, etc.)_____
   M. Use maps and charts

IV. Oral Reading:
   A. Reads with a pleasing voice quality _____
   B. Reads with adequate volume _____
   C. Reads with clear and distinct enunciation _____
   D. Accuracy in pronunciation _____
   E. Ability to convey meaning to listeners _____

*From Dr. Walter B. Barbe's book Educator's Guide to Personalized Reading Instruction, pages 168 and 169.

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A copy of this chart should be in each child's notebook to help in selecting a variety of books to read.

(Chart)

CATEGORIES I HAVE COVERED

Adventure

Animal

Autobiography

Biography

Fantasy

Historical

Fiction

Humorous

Legends

Plays

Poetry

Science

Social Studies

Sports

War

Health

A check mark is used to indicate the category each book is listed under as the children complete them.

By administering standardized achievement tests, vocabulary tests, and oral reading tests you can measure the progress of the Individualized Reading Program.

Children appreciate the opportunity for self-selection. They develop independence through self-helps.

The teacher's role is to stimulate and guide the children in creative learning.

Some forms of book reports are found below and on the following pages.

BOOK REPORT

Name of child_____

Name of book_____

Author_____

Draw a picture about the book.

BOOK REPORT

Title_____

Author_____

List three interesting characters_____

_____

_____

Pick one and tell why you found him interesting.

BOOK REPORT

Name_____ Date_____

1. What is the name of the story?

_____

2. What is the name of the author?

_____

3. Give the story a new name.

_____

4. What kind of story is it?

_____

5. Is there someone in the story you would like to have as a friend? Why?

_____

_____

_____

_____

_____

6. Draw a picture about the story.

BOOK REPORT

Title_____

Author_____

How I rate this book (circle one)

Excellent Good Fair Poor

The reason for my opinion is:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

BOOK REPORT

The title of the book is_____

It was written by_____

The important characters are:_____,

_____,_____,

and_____.

I like this book because it was_____

_____

_____.

The part I like best was when_____

_____

_____

_____

_____

_____

_____

_____.

Draw a picture about the book.

BOOK REPORT

Answer the following questions (use sentences):

1. Who are the main characters?

2. Who wrote the book?

3. What is the title?

4. Did you like this book? Why?

5. What part did you like best? Why?

6. Can you think of another title for this book?

Diagnostic Chart (Reading)

Oral Reading			Comprehension			Skills	
Word by Word	Poor Expression	Substitution	Details stated	Main Idea	Making inferences	Syllables Accent	

Repetitions	Omissions	Speed	Following Directions	Concepts	Lack of Interest	Phonic Skills	Dictionary Usage

Prefixes	
Suffixes	

READ AND THINK

1. Do the characters in your story act like real human beings? Why? (Do they have some or all of the following characteristics? Remember! We all have the same desires!)

   (1) own things
   (2) gain power
   (3) be admired
   (4) have fun
   (5) be free from pain
   (6) have friends
   (7) improve ourselves
   (8) help others
   (9) be loyal to a cause
   (10) enjoy the beautiful

2. Does the book give useful information? Give examples.

3. Does the author wish to entertain you or inform you? What makes you think so?

4. Does the book show us the humor in life? Give us some incidents.

5. Does the book inspire you to do better? Why?

6. Did you learn about different people, places and their customs?

7. Does the story portray human feelings?

   (1) happiness
   (2) fear
   (3) strangeness
   (4) friendliness
   (5) sadness
   (6) embarrassment, etc.

Remembering Details!

1. Who are the characters by name? (The main people in the story whether heroes, heroines or villains.)

2. What is the setting? (This includes the time and place of the story, the occupations and customs of the people.)

PRACTICE SKILLS

I have catalogued the skills and the source materials which will be helpful in providing practice for the child as follows:

Skills	Where Found	Page
Vowel Sounds (long and short)	Finding New Neighbors-Workbook	10 and 11
More Vowel Sounds	Friends Far and Near-Workbook	15
The Vowel i	" " " " "	7
Long and Short ea	" " " " "	20
Sounds of a	" " " " "	24
Beginnings and Blends	" " " " "	38
Hearing Syllables	" " " " "	42
Syllables and Vowel Sounds	" " " " "	50
Help with Syllables	" " " " "	64
Seeing Words Change	" " " " "	68
Vowel Rules	Along Friendly Roads-Workbook	4
Consonant Sounds	" " " "	6
Root Words	" " " "	7
Hearing Syllables	" " " "	23
Vowel Rules	" " " "	25
Accented Syllables	" " " "	31
Vowel Rules	" " " "	64
Special Vowel Sounds	" " " "	99
Accented Syllables	" " " "	102
Long Vowel Sounds	Beyond Treasure Valley-Workbook	2
Short Vowel Sounds	" " " "	6
Vowel Rules	" " " "	11
Hearing Syllables	" " " "	31
First and Last Consonant Sounds	" " " "	32
Accented Syllables	" " " "	36
Vowel Rules	" " " "	48
Finding Root Words	" " " "	49
Vowel Rules	" " " "	63
Finding Root Words	" " " "	86
Hearing Syllables	" " " "	91
Vowel Rules	" " " "	95
Vowel Sounds in first Syllable	" " " "	98
Vowel Sounds in last Syllable	" " " "	100